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ABSTRACT

This book and its accompanying video are part of the work of the Transnational Innovation Multimedia for Employment (TIME) project in England, a project designed to look at the life-long learning needs of inner-city community members and when appropriate to negotiate access to higher education. This guide is aimed at helping those who are considering some form of community consultation or survey to think through the "political" aspects of the work. Considering political aspects is vital if findings are to influence local communities, local agencies, and politicians. The first question that should be asked is who the organization would like to influence and with whom they will be able to work. Key tasks related to this question are developing a stakeholder analysis and exploring prejudices and stereotypes that will influence the approach. A second essential question is what impact is desired, and a third is how the materials from the consultation or survey will be used. Designing the consultation requires completing the tasks of developing a platform, structuring one's thoughts, and mapping the contexts. Different approaches to community consultation are outlined through case studies of three projects. The first is a needs assessment in an inner-city neighborhood in an English city. The second is the TIME project itself, which focused on the life-long learning needs of inner-city residents in Nottingham (England). The third case study is that of the feasibility of a day care center for a large housing estate (project) in Nottingham. These three studies illustrate the principles of community consultation in action. (Contains nine endnotes.) (SLD)

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Community Consultation

ED 424 312

Mark Hadfield

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Power, Politics and Policies

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Foreword

This book and accompanying video are products of one part of the work of the Transnational Innovation Multimedia for Employment project (T.I.M.E.) which was funded under the INTEGRA-Employment Initiative.

The primary aim of T.I.M.E. was to look at the lifelong learning needs of local inner-city community members, particularly those from socially excluded groups, and where appropriate, negotiate access into higher education. The secondary aim was, through this process, to influence access policies within higher education. Underpinning this work is an awareness of the social and political realities which often act against this, and the fundamental importance not simply of cooperating with local communities i.e. inviting them to 'join in' the project, but of collaborating with them through partnerships which were based upon mutual respect and trust, equity, participation, and shared ownership of decision making. In practice, this meant that the research workers employed were themselves of the local communities, thus minimizing the perceived distance between these and the university and maximising opportunities for clear communication based upon 'insider' knowledge and experience. The three case studies contained in this book are powerful testimonies to the success of this process.

Many external generated projects, often leave little behind that may be of longer term use to the communities to which they have so positively contributed during their funded lives. The T.I.M.E. project, from its inception, was designed to provide a 'value added' component which would both illustrate the work itself and be of lasting practical use to those within communities who do not have the benefit of the kinds of partnership work that T.I.M.E. was able to promote by virtue of its funding.

This video and book, rooted as they are in local community development, represent one means of assisting those in local communities who wish to generate support for development and change. Written by the Project Officer, Dr Mark Hadfield, with case studies by the project workers, the two provide, in everyday language, a means of systematically planning for community consultation based upon the project team's experiences. They are an expression of the commitment which the T.I.M.E. project embodied to promoting collaborative community centred, partnership models of development and change; and they are designed to be used in the heart of those communities.

Professor Christopher Day
Director
TIME Project

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Introduction

This book and the accompanying video are aimed at helping those considering carrying out some form of community consultation, or survey, to think through what I have called the 'political' aspects of this kind of work. By political I mean those issues directly connected with achieving the change one desires, obtaining power, and influencing decision making and policy development. These issues are important when building a team to carry out a consultation but are vital considerations if its findings are to influence local communities, agencies and politicians.

Underpinning the development of these materials is a commitment to involving local communities in designing and carrying out consultations, which after all are supposed to reflect their views and perceptions. This move to what is sometimes called a 'bottom-up' approach has recently become fashionable for a number of reasons. The perceived failure of many centrally planned projects and the requirement by various funders to demonstrate some form of community are two key reasons for the present popularity of 'bottom-up' project designs.

This book and accompanying video contain insights, observations and information gathered from professionals and volunteers. It is not a training manual, or course booklet, rather the ideas and tasks it contains have been selected to supplement existing materials which focus on the technical aspects of community consultation.

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Background

Community consultations, profiles, surveys and needs assessments have in the 1980's and 90's become increasing popular, being undertaken by an expanding number of institutions, agencies and services. This increase has come about for a number of reasons: central government policy initiatives, such as the Citizen Charter, have been encouraging public services to become more 'client centred' and 'customer orientated'; officials have been influenced by new management theories; and some funders, notably the European Social Fund, have made it a requirement for applicants to carry out some form of assessment of local needs.

Not all the impetus for carrying out consultations has come from the 'top down' i.e. from politicians, managers or funders. A number of organisations in both the statutory and voluntary sectors have been attempting to increase the involvement of local communities in the planning and delivery of services. This has created a trend for more 'bottom-up' forms of consultations with communities carrying out their own surveys and profiles which has led to experiments in participatory democracy, such as youth councils and citizen juries, which are aimed at creating on-going links between councils and communities.

The sheer amount of activity generated by both 'bottom up' and 'top-down' projects has created its own problems, not least of which is that of 'consultation fatigue'. Many communities have become increasingly suspicious of the rationale and relevance of the consultations they are asked to take part in, an issue addressed in the early part of the accompanying video. All of this activity is also taking place in a situation where once statutory funding for services and agencies is increasingly available only on a competitive basis. If an organisation carries out a consultation as part of a bid for funds it changes the kinds of things they do and how they use the information they collect. Overall the process of competitive bidding makes consultations more instrumental in that they aim to produce specific information for a bid or evaluation of a project. In addition the information gathered can be treated as commercially sensitive and this restricts people's willingness to share it. Consultations can soon become designed more to meet

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the requirements of funders rather than local needs, and communities treated as sources of information in a research project rather than partners in a process of change.

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

Throughout the eighties and nineties the increasing popularity of community consultations has led to the publication of a number of new 'how to' books and pamphlets[1]. Much of this literature is more concerned with the technical details of the consultation process; such as survey size, sampling framework, and data analysis than how to achieve the changes that their consultations highlight as necessary. Correspondingly they do not give a great deal of critical consideration to issues such as obtaining political power and increasing a community's ability to influence decision makers. This emphasis on the technical aspects of consultations, rather than the political, reflects the fact that the people most likely to be carrying out a consultation are professionals already on the inside of agencies and services who want to find out what is going on 'outside' in the community. Their concerns are therefore about understanding more about what is happening 'outside' than changing what is practised on the 'inside'.

In contrast this book and the accompanying video emphasize the micro-politics of change and power, issues becoming increasingly important as communities themselves, 'outsiders', carry out their own consultations and try to change what is occurring on the 'inside'.

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Key Micro-Political Issues in Consultation

This book describes how different sets of professionals have tried to develop more 'outside-in' consultation process, in which local communities are much more centrally involved in defining the aims of the consultation, determining how they are carried out, and implementing their findings.

For professionals, and others, planning to increase a community's involvement in a consultation, or help a community use a consultation to increase their political influence, there is a need to think through a number of micro-political issues. Several of the main issues are set out as questions below.

What role will the local community be able to play in the consultation you are planning?

How will you overcome 'consultation fatigue', communities becoming sceptical of the intentions behind a consultation, so that you can recruit a wide spectrum of local people?

What overall percentage of your resources will be directed at feeding back the outcome of the consultation to the community?

To what extent could communities use the findings of your consultation to pursue their own aims?

Will the confidentiality agreement you adopt in the consultation process exclude other groups from using your findings?

To what extent will you develop the ability of a community to take part in a consultation process?

Will your consultation process give people time to develop skills and understandings and apply them in the life span of the project?

Notes

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

How will you ensure that your consultation process does not exclude the less vocal or confident members of the community?

To what extent will your consultation increase the capacity of the local community to take part in future consultations?

Will the local community be involved in the wider process of change?

How will you deal with any tensions between the wide ranging agendas of local communities and the much more specific interests of institutions and services involved in the consultation?

What do you know about the decision making processes within the institutions you want to change and what role could the local community play in influencing this institution?

How can you combine community pressure from outside an organisation with internal influence from those on the 'inside' wanting to change how things are done?

How are you going to maintain community interest during all the stages of the process, including the quieter parts of the consultation, in order to make sure that the community is still there at the vital final stages?

If you are a professional working in an organisation what extent is your own position placed at risk if you promote the view of the local community which challenge those of your colleagues/managers/ funders ?

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What role will the local community be able to play?
To what extent will you develop their ability to take part?
How will they be involved in influencing policy development?

One final question

Professionals encouraging communities to become involved in the consultation process, can find themselves caught between different sets of demands. There are the constraints of complex funding programmes, the demands of their management, the difficulties of working with other agencies with divergent agendas and the varied, competing, and sometimes contradictory demands of different sections of the local community. Those working face to face with a local community are inevitably drawn into its politics. Whether they adopt the same political stance, already share it, or reject it they cannot ignore the contradictions and tensions between a community and the local services and institutions which work within it. The final question therefore which has guided the development of this booklet, and the three examples of consultation it contains, is the central conundrum of many consultation process in the 1990's

Can I as a professional develop a 'bottom up' consultation where I work?

A question which moves us from the micro-politics of the local community to those of local services.

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Moving from 'Top-down' to 'Bottom-Up'

The following sections are designed to help you think through some of the micro-political issues which are likely to affect how you plan your consultation. Each section is a mixture of observations, insights and tasks covering some of the key issues you are likely to encounter, more specific problems you'll find out about yourself as you put things into practice.

The accompanying video[2] is designed to be used in conjunction with the text. It is in two main sections the first of which addresses the concerns of a number of people from local communities about the consultations they have been involved in. This section has been designed to help people think about whether they can avoid some of the problems of 'top-down' consultations in their own work. The key question running this section of the video is whether the problems described with 'top-down' consultations could be dealt with by technically more sophisticated methods or are intrinsic to this kind of approach and could only be over come by adopting a more 'bottom-up' process. The second section of the video looks at how three different groups set about developing consultations which involved local communities in a variety of roles. This section is designed to be used in conjunction with parts two and three of this book which go into more detail about planning a consultation and describe the work of the three consultations from the perspective of the workers involved in them.

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Getting Started

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

The design of most consultations can be traced back to a liberal social science research paradigm, developed to help professionals, academics and policy makers find out what is happening 'out there'. This means that most consultations have not been designed to support individuals and communities on the outside of organisations, to articulate their views, influence policy makers or build up political pressure[3]. Neither do they necessarily place a great deal of emphasis on promoting collaboration, cooperation, or partnerships between groups for the purpose of exerting some political pressure.

When you are looking from outside an institution or service and wondering how you are going to change what it does, or conversely if you are on the inside and want to increase the influence of local communities, then you start to ask very different types of questions than those asked in traditional consultation processes. Your thinking turns to how you are going to influence those inside the organisations as much as it does to finding out about what is happening in the community. If you are to change an institution it is essential to gain an understanding of its 'culture'[4], how decisions get made within it and the kind of political influences which shape it from the outside.

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The Three Key Questions

Consultations planned from within organisations often concentrate on questions such as "What do we want to find out?". They fail to spend sufficient time reflecting on questions such as 'Who is to be influenced?" and "How?". This is because those designing a consultation tend to treat these questions as self evident because they are in positions of power, they assume that they will have no difficulty in feeding the information gained into their own management systems and decision making processes.

Working from the 'bottom up' means, almost by definition, not having the same access to management as those working from the 'top down'. This lack of access, or influence, requires a change in the priority given to different aspects of a consultation's design and implementation. Adopting a 'bottom up' approach requires you to plan your consultation from the end result you want to achieve, back to where you are now, in a far more structured way than with a traditional 'top down' process. I have found that by reflecting on the following three questions before I start getting down to designing a consultation in detail orientates the whole process towards the final impact from its inception.

- **Who do you want to influence?**
- **What impact do you want to have?**
- **How do you intend to use your consultation to achieve your aims?**

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Question One Who Do You Want to Influence? (and Who Can You Work With?)

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

When thinking about the audience of a consultation there is a tendency to think either too narrowly or too broadly, mistakes which arise from different assumptions about how change is achieved. Taking too narrow a perspective comes about when you think all you have to do is to influence a particular committee or manager. Although this may be important in getting approval for change it doesn't take into account the range of people likely to be affected by any change, and who eventually will have to be brought 'on-board'. Conversely it is a mistake to think of your audience in too broad a term such as, the 'management', 'service users' or the 'council' and believing that a single report can answer the concerns and arguments of all those affected by the issue at the heart of a consultation. One way of avoiding both these types of mistakes is to carry out a 'stakeholder analysis'.

Task One Developing a stakeholder analysis

A stakeholder analysis at its simplest is little more than a list of those groups and organisations affected by, or having an interest in, the issue you are interested in and what their position is, or may be, in relation to it. When developed further it can become a strategy for dealing with all those who drawn into the consultation process.

There are various ways of carrying out a stakeholder analysis but my starting point is to simply put the issue I am interested in at the centre of a web diagram and then working round from the 12 o'clock position write down all those individuals and institutions who are **presently involved** in the issue at a local level. I may put them in order of influence, political or financial, or I may set them out with regards to their present views on the issues at the centre of the consultation. If possible I will add more detail to each of those who are in this 'inner circle', adding the names of influential individuals or people known to me, their present views, concerns etc.

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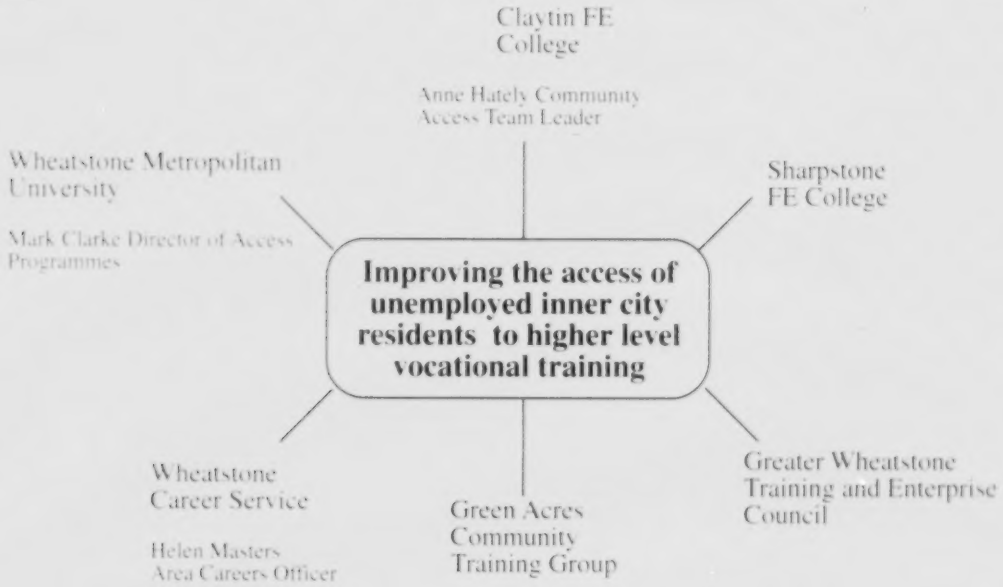
By now the web diagram will look something like the one below, which is an example based around the issue of widening access to vocational training opportunities for unemployed residents of an inner city community.


Claytin FE College
Anne Hately Community Access Team Leader
Wheatstone Metropolitan University
Mark Clarke Director of Access Programmes
Sharpstone FE College
Improving the access of unemployed inner city residents to higher level vocational training
Wheatstone Career Service
Helen Masters Area Careers Officer
Green Acres Community Training Group
Greater Wheatstone Training and Enterprise Council

Once this inner circle is completed then I begin to fill in the next which contains organisations that are **either indirectly involved or should be involved** in the central issue. There are obviously a wide range of organisations you feel it may be useful to get involved so having clear criteria for why you should include someone is important. These criteria will vary from consultation to consultation, but often I include organisations for their ability to influence groups in the inner circle, for example you may include the national office of a charity which helps fund a local organisation mentioned in the inner circle.

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Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

With some consultations it may be useful to draw in wider sources of information, and so a final layer of organisations may be added to the web diagram. In here would be those organisations who have **produced background information** (such as reports, policies or statistical information) which could be useful, or may themselves **have recently gone through a similar process** to the one you are planning.

What results from this stakeholder analysis is the following kind of web diagram

CBI Headquarters
Claytin FE College
Local Chamber of Commerce
Anne Hately Community Access Team Leader
Wheatstone Metropolitan University
Mark Clarke Director of Access Programmes
Sharpstone FE College
Improving unemployed peoples access to higher level vocational training
Regional Office of the Commission for Racial Equality
DfEE Careers Guidance Unit
Wheatstone Career Service
Helen Masters Area Careers Officer
Green Acres Community Training Group
Greater Wheatstone Training and Enterprise Council
North West Access Partnership
Wheatstone City Council Economic Development Unit

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(and who can you work with?)

Carrying out a stakeholder analysis can help with more than just identifying the targets and audiences of your consultation. It can also help you think through your relationship with every one else involved. Probably the next question you'll ask yourself after deciding who you want to influence is,

Who's going to help me carry out this consultation?

It's unlikely that you will be able to develop a positive working relationship with every one who has a stake in the consultation, and not only because of practical difficulties. If you are trying to change the status quo then you're going to come up against vested interests which either don't want any change at all or who want to achieve a different kind of change to your own. The question about who you can collaborate with is complicated by existing relationships between each stakeholder. It always seems to be the case that the more useful organisations have the greater 'history' of problems between them.

I don't want to paint too pessimistic an image of trying to put together a group to carry out a consultation, as increasingly the shortage of funding and the complexity of social issues means collaboration between organisations is a necessity. My intention is to highlight the need for you to think strategically about who you will align yourself with, especially in the very important initial stages of the consultation, and to actively manage how your consultation is perceived by other groups .

Being proactive - thinking strategically about who you align yourself with

The need to pool resources or to develop a large enough group to exert pressure from the 'bottom up' means that consultations often become joint or multi-agency projects. At the start of a consultation when you are trying to get things going there is a natural tendency to take up any offers of help which come your way, but there is a need to balance the benefit of having additional support with the impact that

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aligning yourself with certain groups may have later on. Who you decide to work with in the initial stages of a consultation affects how you are seen later. You may well alienate certain organisations because they have problems, not with you, but the other groups you are working with.

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

It is often the prior history between organisations which is the source of any difficulties, rather than any clear cut disagreements on specific points about how a consultation should be run or what its aims should be. Selecting the order in which you recruit organisations into the consultation process can limit some of these tensions. Bringing on board a third organisation which can work with any in dispute can also be useful, but in the end you will have to make a decision on whether it is worthwhile use of your resources to try and mediate between groups or more effective to work with only one of them.

Task Two Prejudices and stereotypes

Setting out my 'prejudices and biases' is the starting point of my pro-active planning management of putting together a groups to help carry out a consultation. Pause for a moment and think about your own stakeholder analysis. Now consider how each of the organisations in the inner circle presently perceives you and the groups you are likely to want to work with. This image will be based on their previous interactions with you, your public persona, and may well vary within an organisations, depending on the particular individual you are thinking of. Now before you get too confused start to jot these perceptions down. I try and do this very freely, not worrying how accurate I think my perceptions are at this stage, I'll soon find out in practice how people actually see me, This is why I call this activity 'Prejudices and Stereotypes'. These prejudices can be both positive as well as negative so I have put them crudely into these categories in the following table.

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Their view of me	My view of them
Positives	Positives
Negatives	Negatives

I carry out this exercise so that I can start to think through the kind of perceptions which will colour people's decision to work with me, but it will also influence the way in which I 'pitch' the idea of the consultation to certain groups, and help me interpret their responses. I find it useful to get these prejudices out of my head and on to a piece of paper because I feel that giving them an airing helps me deal with them. It stops them becoming self fulfilling, because I can critically assess whether they are 'true' or not and stop them unconsciously influencing how I approach other organisations.

The groups who you recruit first can also have more subtle impacts on the development of the consultation process. Every new organisation you work with brings in its own agenda which may have to be accommodated within the consultation process. The danger is that you try to include too much in a consultation or are forced to choose between contradictory agendas too early in the process. Managing these kinds of issues is equally important and the process of stating your 'Prejudices and Steriotypes', is one way of making explicit the various competing agendas at work.

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Being reactive - dealing with negative publicity

Organisations will fiercely protect their reputations from any perceived criticism, and if your consultation is likely to be interpreted as hostile it is essential that you prepare yourself to react promptly to criticism. It is not unheard of for 'threatened' organisations to go to the local press with a pre-emptive strike aimed at undermining the credibility of your consultation. It is therefore worthwhile employing some basic techniques[3] for dealing with adverse publicity.

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

i) Make sure that there are people nominated in each group you are working with who are prepared to talk to the press and have been given briefing materials on the consultation. A 'no comment' response can be made to look remarkably suspicious. Produce a list of their telephone numbers and distribute these so that if someone is unavailable at one group journalists can be passed onto the next on the list.

ii) Have your own press release ready which sets out your version of the aims of the consultation and which contains positive quotes from supporters.

iii) The media tends to thrive on building up confrontation between groups and having them act it out in public through them. Avoid being drawn into this and try and contact directly the people criticising your work and deal with the criticisms they have in private.

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Nominate people to talk to press/create basic press/directly contact critics

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Question Two What Impact Do You Want To Have?

This second question is linked to the first, and by now you may be thinking that you will need to influence more than just one group or organisation and hope to have more than just one kind of impact. A consultation could be about anything from providing general information to a whole community to achieving a specific policy change in an agency. As the emphasis in this book is on developing 'bottom-up' approaches I want to focus in this section on changing a particular agency or service, but much of it would also apply to wider changes in local communities.

The types of impact, or changes, you are seeking

It important to be clear about the type of change you wish to achieve with your consultation, and often you will want to make a number of different types of change. Being clear on what you are asking others to try and do is important for a number of reasons;

- Certain changes are easier to achieve than others.
- Some changes will need to be achieved before others can take place.
- Changes differ in terms of the financial, emotional and ethical 'costs' they have attached to them.
- The types of knowledge and information needed to support different kinds of change vary and this needs to be reflected in your report.

I don't intend to develop a complex model of all the differing changes you could be trying to achieve I'd rather put forward a relatively simple categorisation of change, often used in action research literature[6],

i) Technical/Organisational Changes
ii) Practical/Strategic Changes
iii) Emancipatory/Revolutionary Changes

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Sometimes these differing types of change are described, rather unhelpfully, as a hierarchy moving from the relatively 'easy' technical change to the more complex emancipatory change. It is better to think of the change you are trying to achieve as predominately of one type or another and in practice it soon becomes clear that the differing forms of change are interconnected, and in many instances interdependent.

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

Technical/organisational changes

These types of changes are basically concerned with 'fixing' things that are going wrong, or that are not working as well as they should. This 'fix' can range from improving the practice of a single housing officer on a large estate to the way in which a local health authority monitors and supports those suffering with mental illness in a whole community. A technical change is a matter of improving effectiveness, efficiency, and quality of what is, generally using existing definitions of these concepts. It does not bring into question the values, purposes, aims or practises of what is being changed or involve challenging why something is being changed. Technical questions are concerned with the 'how' of things rather than the 'why' and the 'what'.

Technical problems vary but generally they are discussed in terms such as; a lack of resources, inappropriate resource allocation, a lack of professional expertise, or failures in monitoring performance or assessing local needs. Consultations which aim to deal with these types of problems emphasize providing information on the under performance or lack of quality of a particular local service or agency. (Selecting what information to collect is normally based on the criteria used by the service itself, mirroring its own monitoring or quality assurance systems. When the local community starts to develop its own criteria and use these then as we will see later it is getting involved in practical/strategic change.) Consultation reports try to identify mistakes and fill gaps in the agency's knowledge. Changing what is happening is seen basically as a matter of providing an agency with a clear picture of its errors and over sights, convincing management to change its priorities, or improve the way in which it monitors its own activities.

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Practical/strategic changes

In these cases change is concerned with the ways in which professionals and agencies define the aims and purposes of their work. Practical change is about clarifying, modifying and altering the agendas of agencies. Broader in scope than technical change it challenges the 'why' and the 'what' of an agency's activities. It means asking agencies to reconsider how they define a particular social issue or community, their responsibilities and what they wish to achieve. The sources of strategic problems are as varied as for technical ones. Agencies may well become 'routinised' in their activities, which mean they carry on doing things they have always done even in situations where they are no longer appropriate. In other cases the trend towards more project based work, as sources of core funding become scarcer and smaller, means that professionals may lose control over their work as they struggle to meet the needs of funders. Multi-agency work also throws up tensions as different services have to sublimate their own aims to work with a range of other agencies.

Consultations concerned with practical change will attempt to redefine the perceived problems and issues faced by a community, provide alternative responses to these issues, and just as importantly set out the positive aspirations and desires of a community and relate these to the work of local agencies. Consultation reports will aim to point out the inappropriateness of present responses, provide a rapprochement between the needs of communities, the ethos of local services and the demands of funders, as well as pointing out the gap between the rhetoric of policy and the reality of practice.

Emancipatory/revolutionary changes

Seen as the most difficult and illusive form of change this process involves fundamentally and comprehensively challenges the premises and ethos on which an agency's or individual' s practice is based. This challenge can be based on your views of what the agency should be about, or by comparing it with it was originally set up to achieve. The first stage of emancipatory change is identifying the way an agency has begun to 'mis-develop' i.e. moving further and further from its own stated position or your own views of 'good' practice. For example, a general criticism could be that it has started to

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develop an ethos or ideology which is either self-serving or which relates to a set of beliefs and values which you feel are fundamentally flawed. Emancipatory change requires not only challenging the 'world view' of a agency but actually replacing it with an alternative.

Who do I want to influence? What impact do I want to have? How do I intend to use my materials?

An agency may 'mis-develop' because of both internal and external influences. For example, an agency is perceived as having a racist ethos. This could originate internally with a group of employees who hold racist beliefs and who exhibit them within the organisations. It may also be the case though that the organisation was set up to deliver a service to a mainly monocultural white community. Changes in the make up of the local community and a failure to develop new structures and ethos can lead to a service which now discriminates because it was set up to deal with a community which no longer exists.

Professional ideologies can also become insular and self-serving because they contain beliefs which undermine the ability of local communities and users to change the provision on offer. Classic examples of this problem have been services such as residential social care for young people and mental health provision where traditional sets of beliefs about their clients cast doubt on their ability to comment on the quality of care with which they are provided.

Consultation reports aimed at achieving this kind of change face a fundamental problem. They are criticising not only a way of working but also the ways in which professionals construct themselves as professionals and justify their expertise and status. This challenges the very basis of professionals' self belief and identity and calls into question not only their competence but the legitimacy of their actions. Community consultations which are promoting radical change of this kind have not only to provide information about the negative impact of present ways of working, and provide a critique of how and why an agency has gone awry, but also describe what would constitute an 'improved' ethos and 'better' ways of working.

Notes

'Technical - fixing things going wrong, the 'how' of things
'Practical - how people define/decide upon their aims, the 'why' and the 'what' of things
'Emancipatory - challenges/changes, to premises and ethos

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Question Three How Do You Intend to Use the Materials from the Consultation?

Whatever you want to communicate, and whoever you want to reach, to do it effectively you need to be able to put yourself in your audiences shoes and try and understand how they will interpret what you are saying. An effective consultation process necessitates reflection on your 'audience' and the type of report or dissemination activity which will achieve your desired impact.

Will the format of the report or type of dissemination activity exclude/include various groups?

Are groups of young people more likely to sit down and read a twenty page report or watch a twenty minute video? This question raises three issues of **accessibility** and **penetration**.

Accessibility is a matter of whether your report is open to people when they come into contact with it. This means not only considering the medium used, for example video or text, but also the style, layout, language, dialect, and tone.

Penetration means trying to ensure that the results of your consultation gets into all areas of the community so that even those groups who may feel excluded or alienated are touched by it. Where do these groups meet? What kinds of materials and events will interest them? Who will they listen to? Conversely it can also be a matter of generating interest amongst jaded professionals who have already seen one too many reports. Many large organisations skillfully manipulate specialised, local and national media prior to the launch of a report, via press briefings, newsletters, and the release of selected extracts, to build up interest and expectations.

Notes

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

Is the language used appropriate for the audience in question?

Be careful here about simplistic advice such as 'avoid jargon'. Learning the 'jargon' and being able to use it to one's own advantage is an important part of influencing professionals. It is probably more important to make sure that you use the right 'jargon' as nothing marks you as out of touch, or as an 'outsider', more than the use of incorrect or out of date vocabulary.

There is no one language which will be appropriate for all the audiences of your report. You will have different types of readers, specialists and non-specialists, casual readers and those who want to read every word. This may mean that in some cases you will need to produce more than one report but more often it means thinking carefully about producing executive summaries in different formats, cover notes which can appeal to a wide range of people, and dissemination materials which will appeal to different groups. In communities where a number of different languages are spoken you will obviously have to produce materials, and possibly your whole report, in more than one language.

Is the style and structure of the report persuasive and does it convey an air of trustworthiness?

The safest approach to designing a report is to look at what is traditionally produced either by the organisations you wish to influence or what has been previously created by other agencies. Borrowing stylistically from these, especially if you can find examples of reports which have been well received, is one way of producing an 'acceptable' report. Be careful though that your work doesn't simply become 'just another report' and become lost in the torrent of paper that lands on the desks of councillors, professionals and managers. Trying to produce something which is distinctive is riskier but if you keep the ideas of trustworthiness and persuasiveness" in mind this can balance out the risk of being perceived as 'gimmicky' or trivial.

What do I mean by trustworthiness and persuasiveness? When you produce a report on a community issue you are not just saying what is 'out there' you are putting forward your, and their, ideas about what

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needs to be done. You are not writing up a purely 'objective' or 'scientific' report and as such its worth cannot be judged against criteria, such as of validity and reliability, normally applied to scientific findings. It is more appropriate to use criteria such as 'trustworthiness' and 'persuasiveness',

> *" trustworthiness is a matter of concern to the consumer of inquirer reports. It is that person who might wish to use a research paper, act on the basis of an evaluation or formulate policy on the basis of a policy analysis who must be convinced that the study is worthy of* ***confidence****."*
>
> (Guba & Lincoln, 1985 p.328)

Building up confidence is not a simple matter, neither is it a purely rational process. You cannot **compel** the audience of a report to believe that it is trustworthy, you can only persuade people. The very nature of consultations mean that even with unlimited resources it is impossible to construct a process which cannot be criticised for everything, from the adequacy of its sample size to the clarity of its questions. This is why the concept of persuasiveness is important. Some audiences may be persuaded of the trustworthiness of a report by the quantitative data it contains, whilst others want to hear directly the voices of those consulted and therefore want to see extended quotes. Others may be persuaded by a particular sampling frame, or a specific method of data collection. You need to know what your audience will find persuasive and not just assume it will be the criteria applied to 'traditional research'.

Knowing about v Knowing how

Another important issue with regards to the persuasiveness of your consultation report is the types of knowledge that you put into it. There is a strong tendency for those carrying out consultations to work with what I call an 'ignorance model' of their professional audience. By this I mean that they believe that the relative ineffectiveness of professionals lies in their lack of understanding about what is happening 'out there', what they **know about**. This perception is reinforced by the fact that professionals often do not come from the communities they work with, or live in the area. If you base your consultation report on an 'ignorance' model of professionals then your report will tend to emphasise the provision of

Notes

knowledge about what is going on within a community. But what if the problem is not due to a professional's lack of knowledge about a community but is more a lack of **know how**, knowing how to improve the situation, how to work with others to make things change and how their own practices will have to change. It is more difficult to convey 'know how' in a report, and in reality any report would have to be supported by some form of training or consultancy. But ask your self the questions that a professional is likely to ask of your work

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

> "Are the report findings sufficiently trustworthy to rely on for my own work?" and, "What will I have to do to implement the ideas it contains?"

You will have to present a different way of seeing things, sell professionals a new way of working, and convince professionals of their desirability and feasibility. Being able to do this is the key to moving on from just getting agreement that 'something needs to be done' to agreement to act on your ideas and findings.

Decision making

It's often the case that your consultation report is not only trying to change the decisions that an organisation has already made but much more fundamentally through it you are trying to change the way in which they make decisions. To change their decision making you need to understand how they presently make decisions and form policies. Within this book there is insufficient space to go through all aspects of how individual professionals and groups make decisions. Here are a couple of core ideas that are worth highlighting.

Routines

Professionals along with the rest of us make hundreds of decisions a day and, like most of us, in the main these are not made on the basis of sitting down, gathering in all the available data and rationally considering various options and consequences. Rather we tend to make decisions on the basis of

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incomplete information, draw upon previous experience, and make choices in line with existing ideas. This means we often make decisions in a routine fashion. If routines characterise our day to day, moment to moment decision making they can also carry over into more studied decisions. This is an issue for those carrying out consultations because it may mean that the audience of your report is unable to think creatively about your recommendations

> *"The development of routines is a natural process, essential for coping with the job and responsible for increased efficiency. ..... (but they are) difficult to monitor and to keep under critical control. As a result, routines tend to become progressively dysfunctional over time; not only do they fail to adjust to new circumstances but 'short-cuts' gradually intrude, some of which only help professionals to cope with the pressure at the expense of helping their clients."* (Eraut 1992 , p. 109)

If professionals' decision making has become routinised so that they base their choices on established practices, existing images of communities, and how their agency has traditionally approached its work, it will adversely affect their ability to change. The impact of routinised thinking and decision-making doesn't come about via a single decision. It is an accumulative effect based on all the small decisions individuals and organisations make as they respond to a consultation report. Overall it means that both can tend to 'revert to type', take the 'safe' option, or maintain the status quo.

There are various ways of breaking down routinised decision making. In my own work in trying to get professionals to change their thinking I sometimes think of myself as having to give them a 'wobble', to break them out of their routines. By 'wobble' I mean in some way shaking the foundations on which they stand and from which they view the world and make judgements. This needs to be done in a supportive way so that I don't force them into reverting to type, but destabilising them opens up the possibility that they may start to consider different ways of thinking and acting. How you 'wobble' a professional is up to you. You will certainly need to know them well! But the basic point is that you have to be able to challenge some part of the assumptions on which they base their decision making and call into question

Part Two

Question Three
How do you intend to use the materials from the consultation?

Notes

the adequacy of the process. But you must do this without forcing them into a defensive stance. One very good way of doing this is to look in detail at how they presently make decisions and policies and by making this more transparent undermine any unfounded claims about the objectivity and rationality of the process. Bear in mind, however, that no process of this kind is itself rational, and that you may be entering an emotional minefield.

Who do I want to influence? What impact do I want to have? How do I intend to use my materials?

Different forms of professional knowledge

If you want to improve professionals 'know how' as well as their 'knowledge about' an issue it is well worth thinking about the kinds of knowledge, their professional knowledge base, that they draw on when making decisions. It is important to understand that this knowledge base is made up of different forms of knowledge not all of which are necessarily linked together. This is because a professional knowledge base is formed from a mixture of personal experiences, training, interactions with colleagues, as well as what they learn from their own practice, books etc. These different forms of knowledge only combine when they are applied in practice or critically reflected upon. Remember that when you present someone with an option or idea in your report which requires them to pull together aspects of their knowledge base into new combinations this can create problems. It may reveal contradictions in their knowledge, highlight dilemmas about what they should do which they have ignored up until now or demonstrate gaps in their know how, all of which can become reasons for rejecting your ideas.

Dealing fully with professionals' fragmented understanding of how to improve a situation is really beyond the scope of a consultation report. It requires a sustained response from the management of a service. Management will have to invest in a staff development programme which deals with the tensions, dilemmas and gaps that you report has thrown up. There is though nothing to stop you showing a confidential draft of your report to a few experienced professionals and getting them to highlight what they think are the professional development issues it raises.

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Designing Your Consultation

The first two parts of the book have been encouraging you to think through a number of broad questions about the purpose of your consultation. In this part I want to look at more detailed planning issues, the technical side of 'bottom-up' consultations, while part four contains examples of different types of consultations.

If we want to create more community based, and led, consultations are some designs more likely to achieve this than others? Or is it all just a case of having the right beliefs and values? The ideal design will not only develop a community's capacity to take part but also ensure that its members have the opportunity to apply their new-found skills and understandings as the consultation progresses.

Involving local people effectively requires a design which;

- Provides them with opportunities for personal commitment and manages this so that they feel able to take on new roles and responsibilities.
- Ensures that the issue at the centre of the consultation has meaning for the community.
- Adapts the methodology to the specific local context in which it is to take placé.
- Has a commitment to continuously redesigning the programme in the light of its impact on the local context in which takes place, the roles that people want and feel able to take on, and how the issues are perceived by the community.

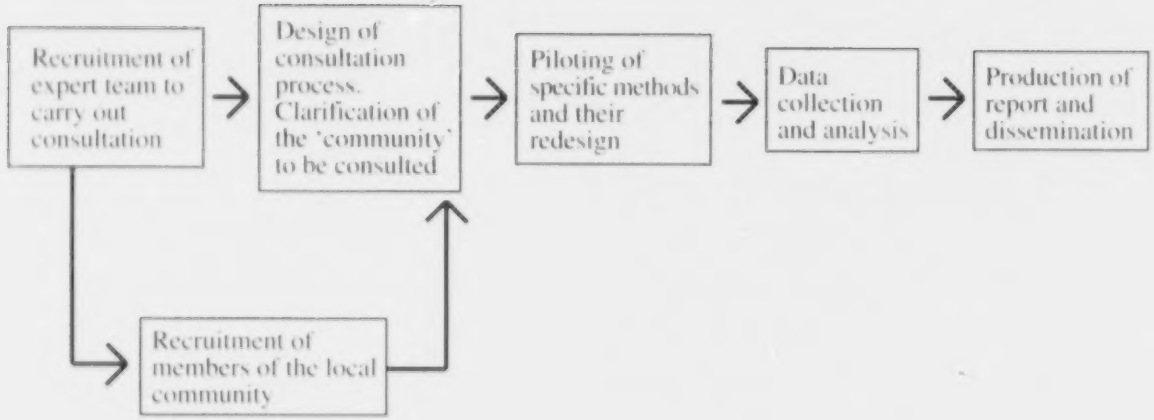
Linear v Cyclical Designs

Traditionally consultations are based on linear designs, basically a progression through a series of apparently logical discrete steps. First there is a need to define the issues to be researched, or surveyed, populations are defined and sampling regimes designed, data is collected analysed and reports are written and disseminated.

Notes

A linear consultation process

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?


Recruitment of expert team to carry out consultation
Design of consultation process. Clarification of the 'community' to be consulted
Piloting of specific methods and their redesign
Data collection and analysis
Production of report and dissemination
Recruitment of members of the local community

Local people are not necessarily excluded from a linear process, indeed much of the current literature encourages their involvement from an early stage. The difficulty with this type of process however, is that it limits the opportunity for people to take the new skills and ideas they have developed in an earlier stage of a consultation and apply them later on in the process. The sheer pace of events means that as they develop these new skills and insights in one phase they are moved on to the next. This limits the depth of community involvement which can be achieved during the process, as it steams steadily towards its ultimate end. A linear approach can re-enforce existing inequalities between professionals and local people in terms of their ability to influence the design and development of the consultation.

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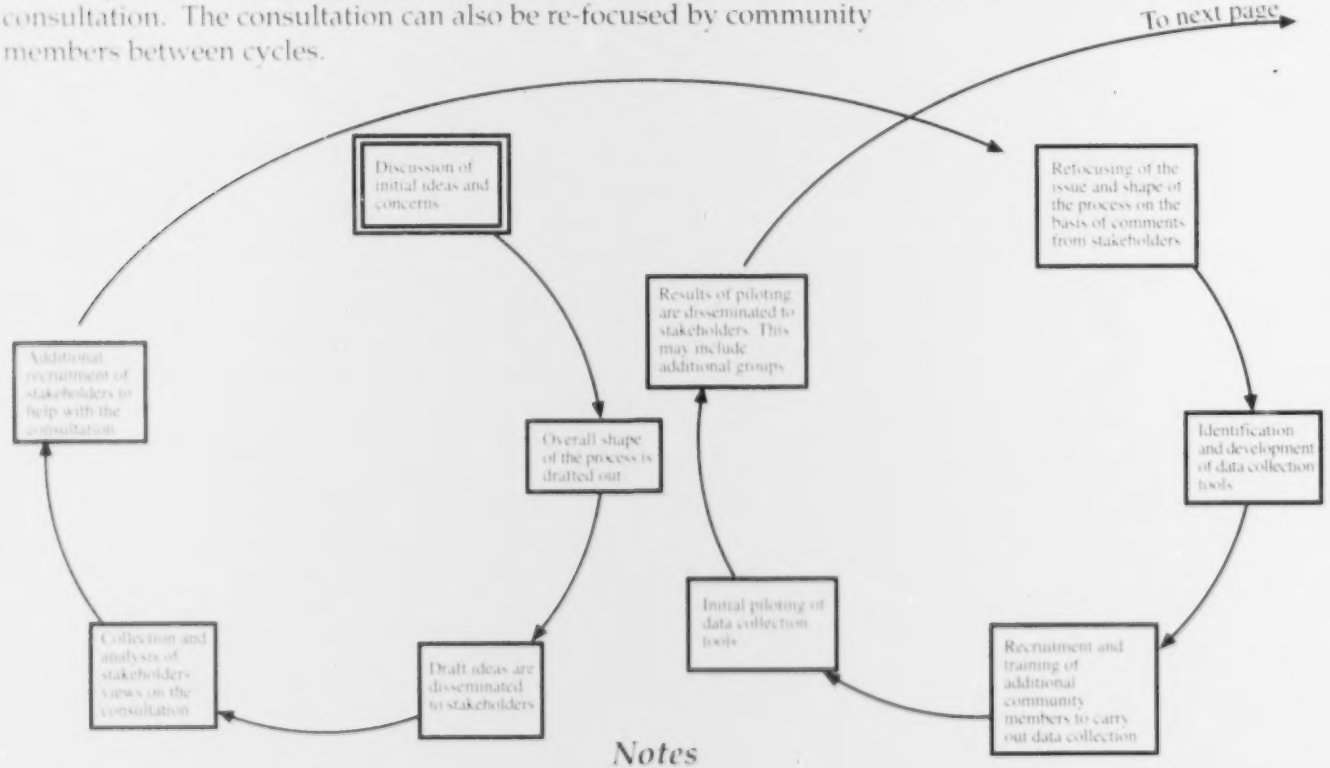
A cyclical consultation process

A cyclical design contains many of the same basic elements as a linear design but rather than progressing through each stage once, the consultation progresses in a series of short cycles, each cycle acting as a mini-consultation. Going round a series of cycles has a number of advantages in terms of including local people. It means that you can start with relatively simple methods which can then become gradually more sophisticated as people develop skills and understandings of the issue at the centre of the consultation. The consultation can also be re-focused by community members between cycles.


To next page
Discussion of initial ideas and concerns
Refocusing of the issue and shape of the process on the basis of comments from stakeholders
Results of piloting are disseminated to stakeholders. This may include additional groups
Additional recruitment of stakeholders to help with the consultation
Overall shape of the process is drafted out
Identification and development of data collection tools
Initial piloting of data collection tools
Collection and analysis of stakeholders' views on the consultation
Draft ideas are disseminated to stakeholders
Recruitment and training of additional community members to carry out data collection

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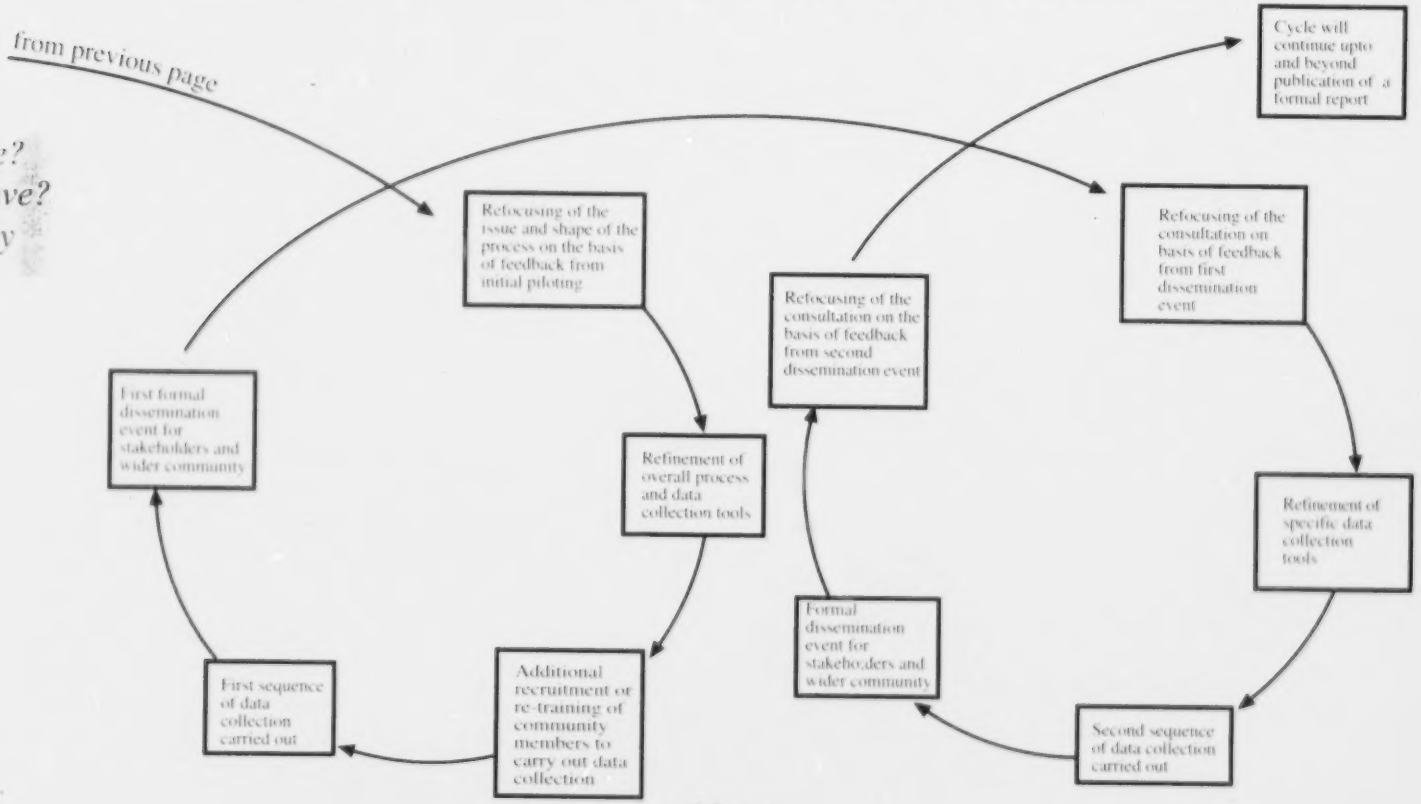
On occasions this can be quite a radical change rather than just a broadening or narrowing of the agenda. In addition a cyclical process makes it easier to recruit people throughout the consultation and to include them so that they can use their technical skills or political influence in the next or future cycles. It therefore makes it easier to build the collaborative group you may need to achieve your ends.

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?


from previous page
Refocusing of the issue and shape of the process on the basis of feedback from initial piloting
Refinement of overall process and data collection tools
Additional recruitment or re-training of community members to carry out data collection
First sequence of data collection carried out
First formal dissemination event for stakeholders and wider community
Refocusing of the consultation on the basis of feedback from second dissemination event
Refocusing of the consultation on basis of feedback from first dissemination event
Refinement of specific data collection tools
Second sequence of data collection carried out
Formal dissemination event for stakeholders and wider community
Cycle will continue upto and beyond publication of a formal report

Notes

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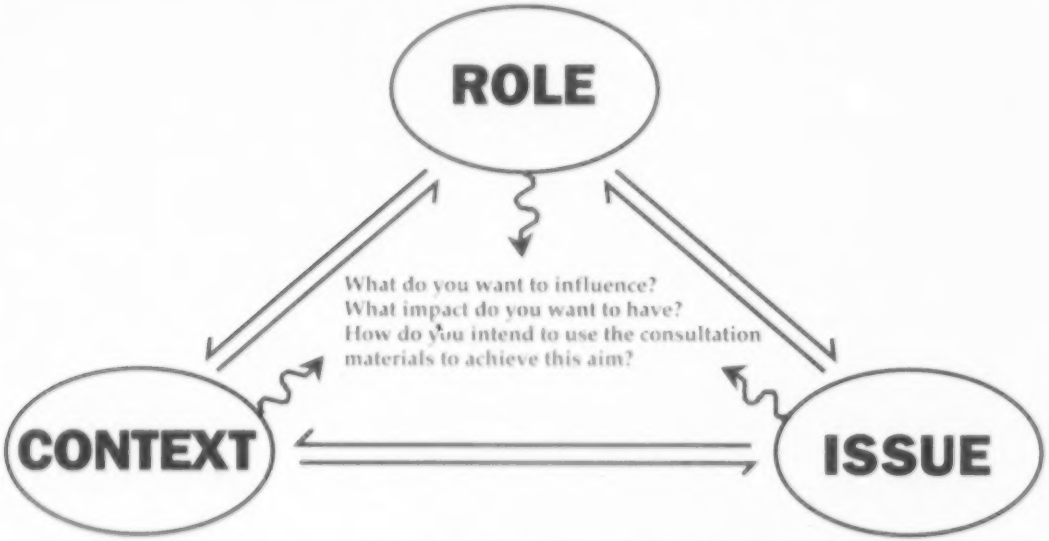
Designing a Cyclical Consultation Process

Rather than being pre-planned in detail and then implemented, like a linear consultation, cyclical consultations are much more dynamic. During their development their foci and the personnel involved will develop and change. A cyclical consultation will grow out of the interaction between the roles that the professionals and members of the community take on, a changing understanding of the issue at the heart of the consultation, and the context in which it takes place. We can represent this interaction, and its impact on the aims of the consultation, diagrammatically.


ROLE
What do you want to influence?
What impact do you want to have?
How do you intend to use the consultation materials to achieve this aim?
CONTEXT
ISSUE

These interactions will be different for all the groups involved in the consultation, so there needs to be proactive management of the process and monitoring of possible conflicts.

Notes

Managing a Cyclical Consultation Process

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

The interactions between individual roles, the issue at the heart of the consultation and the context in which it takes place will vary for all the groups involved, and so will develop differently for each throughout the consultation. It's not just the case that local peoples' understandings will change as they work on the consultation, so will those of the professionals. In a cyclical consultation the on-going dissemination will change the context in which you are working, inevitably it will deepen awareness, sharpen resistance to your ideas, bring in new groups and provide opportunities for different partnerships and networks to form. What was thought possible at the beginning of the consultation can be dramatically altered as roles and contexts develop, and the issue itself becomes re-defined by differing expectations and opportunities.

The various interactions make a cyclical consultation a very highly interactive dynamic process. Those managing it need therefore, to adopt a complex mixture of proactive and reactive strategies. The following sections look at how you can make your own position and expectations explicit, and help you monitor these throughout the consultation.

The following tasks touch upon the ethical aspects of designing and managing a consultation. As a consultation should be aimed at achieving some kind of positive social change, an improvement in peoples lives and circumstances two main ethical questions are;

What constitutes an improved situation, and who decides that it is better?
What is an ethical way of achieving this improvement?

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Defining Your Role

To monitor the interactions between role, issue and context, and to try and manage them, you need to understand how your own approach to the consultation has come about. A starting point is to build up a description of what Kottkamps (1990) calls your 'platform'.

> *'A platform is one's espoused theory, one's stated beliefs and assumptions for guiding professional practice'*
> (p. 95)

Basically a platform is the point from which you view your role, what is happening and from which you can judge other people's involvement. Being clear of your own position and how it changes over time is the starting point for reflecting on the interactions which affects everyone else involved in the consultation.

Task Three Developing a platform

Setting out and describing your platform can be done in a number of ways but I have tended to use images and metaphors to provide an overview of where someone is 'coming from', rather than trying to identify all the individual strands and threads. A platform can be based on any number of images but three or four seems to be the number most people need to set out their position. In the case of a community consultation these images are likely to include; i) Your role in the consultation, ii) Your relationship with other groups involved, and iii) Your view of the issue at the centre of the consultation. The image or metaphor has to try an encapsulate as much as possible, but don't worry if you cannot come up with an image which covers all of your feelings and thoughts. To help generate with these images I tend to ask people to draw them first and only then write them down in more detail. I sometimes give them a sheet like that set out over leaf to help them record their platforms, by drawing their images on the top line and then writing down what the image means in more detail under the line.

Notes

Your platform

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

Your role in the consultation	Your relationship with other groups	Your view of the issue at the centre of the consultation

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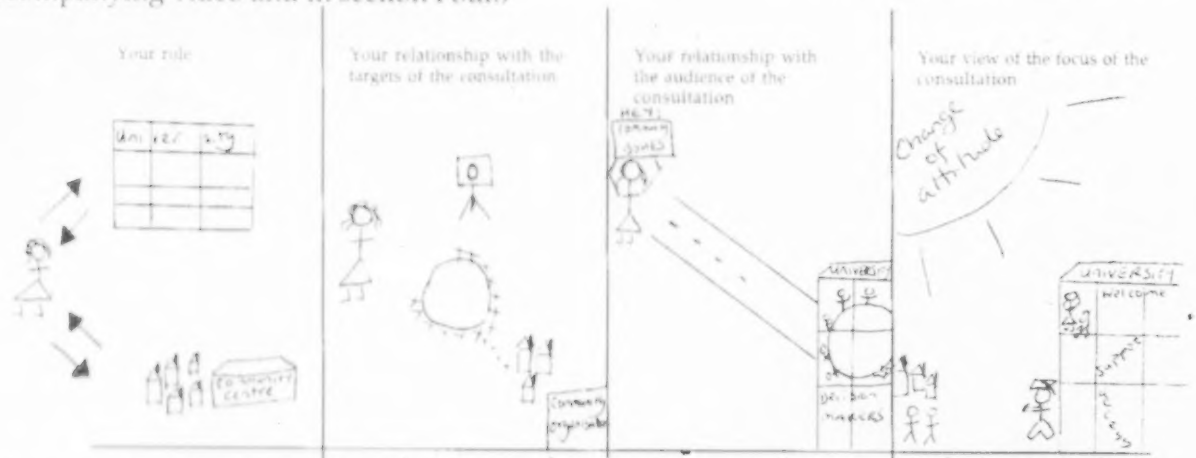
Here is an example of a completed platform which a worker from a consultation project created when thinking about her role. (Janet discusses her approach to the TIME project in more depth in the accompanying video and in section Four.)


Your role
Your relationship with the targets of the consultation
Your relationship with the audience of the consultation
Your view of the focus of the consultation
Change of attitude
UNIVERSITY
WELCOME

Platforms are often a mixture of peoples 'ideal' images, which is basically how they would want things to be, and their 'actual' image, how things are in reality. Separating the actual from the ideal, assessing the size of the gap between them, and thinking of ways of closing this gap is one way of managing both your work on the consultation and your own professional development.

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Clarifying The "Issue"

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

At the start of designing a consultation it is inadvisable to rush into defining 'objectives' and 'aims' or decide on the specific methods you want to use, i.e. questionnaires or group interviews. It is more important to get a sense of the overall purpose and nature of the consultation process you want to develop, building up an **initial image** of what it would look like. Being too prescriptive too early about a consultation can exclude other people from making a useful input. To help you develop your initial image, rather than just give you a 'menu' of differing types of consultations to choose from the following task, Task Four, asks you to build up an image by identifying what are the main ideas and themes which provide its structure. Once this structure is in place you can add details later. You could create an image of your consultation by writing out a detailed description of what you want to do and then pick out from all this detail the key themes and ideas which are important to you. I'm more of a builder so prefer constructing an image from a basic structure, rather than chipping away at a mass of details to reveal what lies within, like a sculptor. So in the next task I'll show you how I build up my image.

Task Four Structuring your thoughts

The idea behind this activity is that the initial image of your consultation will be vague but structured by a number of broad themes, such as your commitment to certain ways of working, a number of probably loosely defined aims, and some ideas about the groups of people you will want to work with. By articulating these themes you can start to express the extent to which you are committed to various way of working, certain aims, and the relative importance of the groups you want to work with. This will eventually give you the overall shape and design of your consultation.

Articulating the themes which define your approach is probably the most difficult part of this task, but once they are set out it is relatively easy to use them to create your initial image. Identifying the themes means having to think through those aspects of the consultation process that are important to you, those

Notes

Developing an initial image, which you can quickly talk though with other people is an important first step. I tend to develop 2 minute, 10 minute and 30 minute accounts of what I would like to achieve. You never know when you are going to meet someone who could be helpful, or how long you will have to sell them your idea and get them involved.

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aspects which define your ethos, sum up the approach you are adopting, and convey what you are about and who you want to work with. Once you have identified them then list them as simple phrases or single words. For example,

Working with people from the local community groups.
Building a group up who could carry on and campaign on other issues
Changing the Council's view of the local community's role in consultation
Working on other people's agenda as well as my own
Changing policy of the local services and getting funding
Getting local council officers and councillors more involved with the local groups involved in the issue

Now you need to link your themes to build up the basic structure of your image, this is done by grouping together the phrases and words you have just listed. I usually group them by general type i.e. aims, methods of working, over-arching values. Once in groups I then look for ways of linking them together often by identifying phrases which if not contradictory, clearly differentiate between particular ways of working or thinking about the overall process. For example, I've linked the previous six themes along three dimensions,

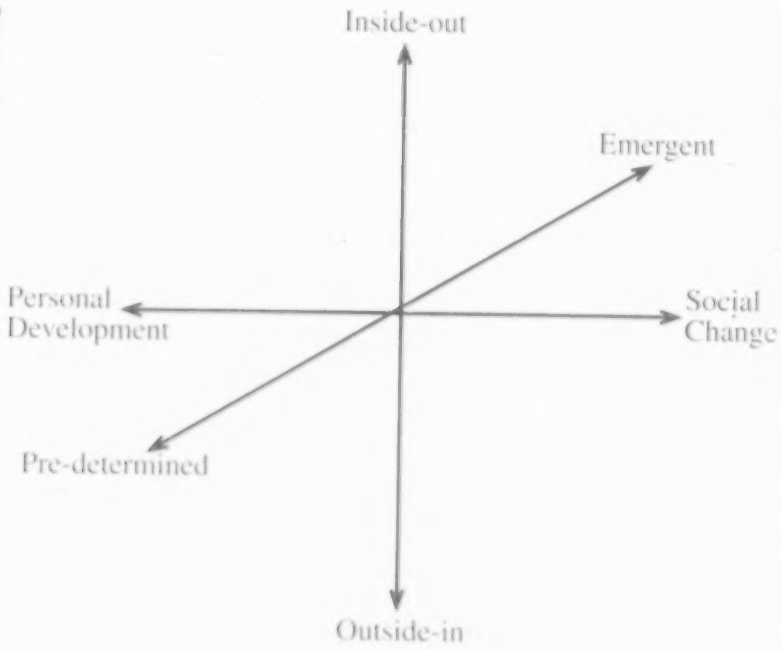
i) Is the main impact of the work to be a **change** in a service or institution (*changing policy of local services*) or to **develop** the capacity of communities and individual (*build a group who could carry on and campaign on other issues*)

ii) Is the focus of the work **predetermined** by a particular policy agenda, set of proposed actions, or by the physical/social boundaries of a particular community, (*getting funding*) or is it to be **emergent**, arising from within the data collected and feedback loops within the process. (*working on other peoples' agendas*)

Notes

iii) Is the process of the consultation moving from the **inside-out**, (*involving local council officers*) i.e. from the institution out into the community , or is it **outside-in**, arising from within the community and focused in at service providers or policy makers (*working with the local community*).

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?



When building up an image of your consultation it is helpful to set these dimensions out as a diagram. Putting more than three together is impractical but there is nothing to stop you creating more than one diagram. On the left is the diagram of the previous three dimensions.

Once you have this structure you create the shape of your consultation by deciding where at each end of the dimension your consultation sits. For example, are you equally committed to the development of community members involved in your consultation or more concerned with achieving some kind of social change? The more committed you are to a theme the nearer you would place your mark to the end of a dimension.

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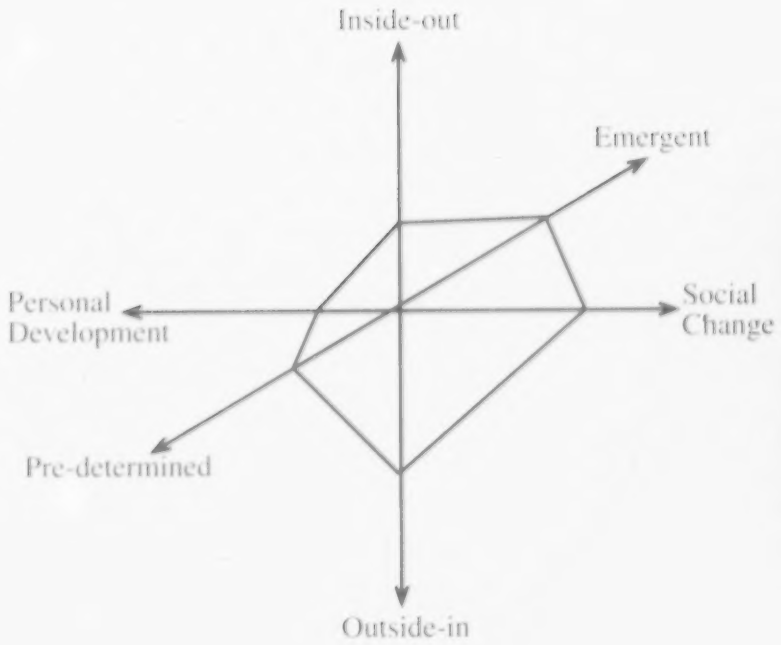
On the right is a diagram of consultation process which is intended to have its main impact in the area of social change, which is working from the outside-in but is equally committed to having emergent and predetermined foci. Creating these kinds of overviews helps you think about the development of a consultation, monitor changes and analyze how other groups perceive it.



Notes

Differing Contexts and Different Consultations

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

Developing a platform gives you a great deal of information and insights into your own role, and how this might change across cycles. Producing an initial image of you consultation gives you a sense of what "Issues" are important to you, in terms of how you work, who with and what you are trying to achieve. You need though to ask yourself two further questions. "What is the impact of the various contexts which surround the consultation have on its design?" and "What is the impact of the consultation on the contexts which surround it?".

Thinking about the impact of the local context on your consultation means having to recognise that there is not just one single context in which the consultation is operating. In fact there are several and their relative importance will vary between the groups involved in the consultation. I tend to think of these differing contexts as being like the layers of a onion, with the more immediate at the centre of the onion and as you progress outwards you come into contact with broader and more distant contexts. Each of these contexts can influence the consultation and the impact of its findings, and so you need to be aware of how each is likely to be affected by major events, such as local elections, new policy initiatives, funding rounds, changes in the economy during the lifespan of your consultation etc. Life may not just be a question of good timing, but good forward planning and attention to the concerns of people who live in each of these contexts, will increase the likelihood of your concerns resonating with theirs and not being dismissed as either irrelevant or impractical.

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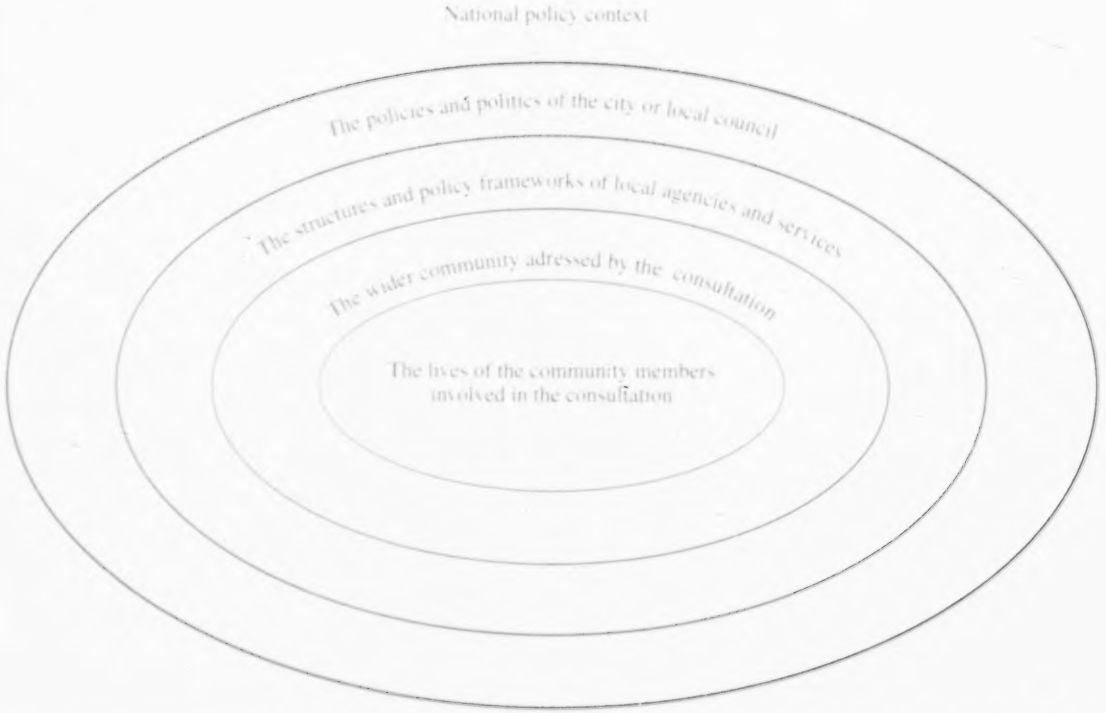
Task Five Mapping out the contexts

A consultation of a local community could be said to be operating at least in the following contexts


National policy context
The policies and politics of the city or local council
The structures and policy frameworks of local agencies and services
The wider community adressed by the consultation
The lives of the community members involved in the consultation

Each of these contexts offers various opportunities, constraints, and threats to the successful completion of the consultation. Can you map out, on the diagram above, the main events/people/issues likely to affect your consultation?

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Three Different Approaches

In the following section three different approaches to consultation and profiling are discussed from the perspectives of those involved in running them. Each of the approaches have attempted to develop more 'bottom up approaches', with varying degrees of success. The three projects are

- The Hyson Green Community Profile
- The TIME project
- The Needs of Sinfin Estates Residents

In the accompanying video people involved in different ways with the consultations, from community members to professional researchers discuss their roles, their views of the issues at the heart of the consultations and the contextual influences which shaped their involvement.

The Hyson Green Community Profile

In this case a local Community Centre decided to find out about the needs of its local and workers from the Centre were soon joined by a range of other agencies to develop a community profile which would eventually provide an in-depth picture of the perceptions of local residents. The community profile was based on recruiting and training local residents to carry out the bulk of the fieldwork.

Background to the consultation

Here the Profile manager John Braine describes his view of how the Profile developed.

"The Community Profile started out life in April 1995 as a piece of market research for The Vine Community Centre. The then Centre Manager was interested in a survey to determine the needs of local people and how those needs might be met by a community centre like The Vine. During the initial period, I looked at building links with other local agencies in Hyson Green. I did this to get a perspective on the community work scene in the area, to see if anybody else was planning a similar project and was

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interested in the idea of a community profile. This process culminated in a public meeting in June attended by representatives of 14 organisations. From this it was decided to form a Steering Group and the first meeting of this was held a month later. Thus, the project very quickly changed from one driven by the agenda of The Vine, to one involving a number of local agencies.

Who do I want to influence?
What impact do I want to have?
How do I intend to use my materials?

The Steering Group's initial brief was to define their ideas about a community profile and plan what the Group was actually going to do. Some of the questions that we had to look at were:
What is a community profile? What ways of approaching it are there? Which approach do we want to take? What are our reasons for **doing** one? How will the project be managed? How will it be resourced? How do we involve local people? How do we keep other organisations involved? What is the Hyson Green community? How will we learn from other peoples' experiences?

The Steering Group became the decision making body of the Profile. We also had a mailing list of about 40 other organisations interested in our work, and willing to be consulted on parts of the process. Our strength at this stage was this network. Our weakness was lack of involvement by local people. We did not want the project to include only local organisations so we focused on recruiting people as volunteer workers, with the hope of encouraging them to participate in the Steering Group, we thought it would be easier to get people interested in a piece of practical work rather than with a weird-sounding concept. We regarded local involvement as vital, as local peoples' skills and expertise were the most important we could use. Without such an input, the project could easily loose it's way.

We recruited through a variety of channels, including radio, newspapers, a public meeting, posters, informal networks, and handing out leaflets outside the post office. Through these means, we recruited 13 people onto the project. We defined "local" as people who lived or worked in the area. Of the 13, 8 lived in or very near to the area we were to survey, and 5 were already involved in voluntary community work in that area. Additionally, 4 other members of the Steering Group helped out as volunteer interviewers when the survey was underway.

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From the first meeting, the Steering Group realised the importance of seeking funding for the project, as the organisations making up the group did not have the resources to adequately support it. The Vine was providing administrative support, and a local FE College early on made an offer of training for volunteers. We made a funding application, and were successful, to Nottingham City Council Employment and Training section for £7716, to cover administration costs, printing questionnaires, publicity materials, analysis of data, publishing the final report, plus expenses for volunteers and a payment of 50p per interview for each volunteer. We believed this latter part to be vital in order to go some way towards recognising volunteers hard work, and to provide an incentive. It also covered funding to employ me as a half-time worker on the project. We also received £223 from Nottingham Health District.

Deciding on a methodology

We needed to decide what sort of profile we would do. There were a number of options open. After some discussion, we chose to carry out a survey of local residents, with trained interviewers using a prepared questionnaire. One big point of discussion was exactly how to define 'Hyson Green'. We chose to try to demark a geographical boundary. This proved to be difficult, partly because the agencies on the Steering Group had quite different catchment areas, and partly because defining any community is always a problem. A decision was reached eventually. In retrospect, I feel that our chosen boundaries more-or-less coincided with what local people feel to be 'Hyson Green'.

We had to decide upon a sampling technique, how each interview would be managed, look into appropriate ways of asking open and closed questions, how interviewing teams would be organised, and so on. We drew up a sampling frame from a list of council tax addresses, feeling that this would be the most accurate way of creating a sample frame (for instance, it would indicate where any bedsits were). We had decided to interview just one person in each household, taking the Council Tax definition of household. We drew up guidelines for interviewing. Interviewers were to go out in pairs, partly for security, and partly to encourage team building within the group. The team were encouraged to regard

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themselves as professionals, and to act in a highly professional manner. One aspect of this was that we took confidentiality very seriously, and thought hard about the best way to maintain this for interviewees. We ran a training programme for the interviewing team (covering communication and interviewing skills, questionnaire design, and dealing with difficult situations), which included a pilot survey of 30 interviews.

Who do I want to influence?
What impact do I want to have?
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The questionnaire the interviewers were to use was to cover issues of relevance to Hyson Green. It was to contain both open and closed questions, on the following-topics - shopping and local facilities, local government, housing, employment and training, crime, health, traffic, religion, and what people would do to change the area. We also covered the particular needs of parents of preschool and school age children, and of carers and the disabled. We chose this approach because it seemed the best way of getting a representative response, and we preferred the idea of making personal contact with residents.

A sub-group formed to oversee development of the questionnaire. The design process was as follows:
1995
October: Creation of an initial draft by sub-group
November: This draft shown to wider Steering Group. Comments incorporated to form Draft #1;
November - January : Draft #1 circulated around local organisations for comments, criticisms, and additional questions;
1996
January : Sub-Group meet again to draw this collection of comments into Draft #2;
February: Draft #2 shown to people with some expertise in this field - to people who have done community profiles, to academics in Nottingham, Leeds and Bristol, City Council Development Dept. Staff, and others. It is also piloted with users of a number of local facilities.
March: Sub-group meet to redraft again in light of the comments received on Draft #2. This results in Draft #3.
late April - May: Volunteers pilot Draft #3 in real survey situation, as part of their training.
May: Volunteers do final drafting.

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Interviewers went out in pairs, equipped with a schedule of addresses to call upon. Every household was leafleted prior to the teams going out. We agreed to call upon each address three times, each call being at a different time of day, before we wrote it off and called upon another randomly selected address, drawn from the sample frame. Matching up teams of interviewers, and drawing up schedules, and having a central point of reference required a lot of administration and organisation.

Despite some initial trepidation, almost all the interviewers found that they enjoyed the work, and that they were getting a mostly positive response from residents. We found it important that we go out in the evenings, as well as during the daytime. As we were working over the summer months, we had the benefit of (largely) good weather and light evenings. This made our work infinitely easier, and probably made people more willing to keep their doors open long enough for us to explain what we were doing. In fact, a number of the interviews were conducted on the doorstep, although in the majority of cases we were invited inside. Interviews took between 15 and 30 minutes (for an 83 question questionnaire), although a few very keen respondents managed to stretch it out to an hour or more. In a typical 3 hour session a team could interview 3 - 6 residents. Dogs proved not to be a problem, and the few confrontational people we did meet did not want to be interviewed at all, rather than inviting us in and then getting angry. We set a target of going to 1 in 7 households (323). By the time we finished, in early September, we had interviewed 311 people.

Part of our funding package covered having our data professionally analysed as nobody involved with the project had the expertise or resources (i.e. computers and software) to analyse the data, this was probably vital, and certainly saved a considerable amount of time, however, it was very costly. An alternative approach might have been to use this money to buy in training and the software required and to do it ourselves. This may have cost more time, but would have probably been cheaper and given volunteers the chance to acquire more skills.

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Who do I want to influence?
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While the data was being analysed, the team conducted a mini-survey of local service providers, to a) discover what was being provided in the area, b) obtain a picture of local workers perception of the area, and c) produce material for a local directory of services. A small team, in conjunction with a local video maker made a video to follow up our research work.

We received about 300 pages of printout of data, including cross-tabulations, and this naturally took some time to digest. It was not until December that report writing really began - we organised this by dividing the work into the sections on the questionnaire (e.g. housing, traffic, employment and training etc.), and then sharing the work out amongst those who wanted to contribute to the writing."

(John Braine, Community Profile Development Worker)

The Hyson Green Profile Report has now been published and was launched in a series of events in Spring of 1996, the executive summary of the report can be found at the World Wide Web site of the University of Nottingham.

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The TIME Project

The TIME project set out to look at the life long learning needs of people from local inner city communities local to the University of Nottingham. The project was based at the School of Education and it aimed to not only find out about local needs but also to try and change the Continuing Education provision of the University. It therefore wanted to collect information in a format which could be used within the University to influence the nature of courses on offer, how they were marketed and advertised, the funding available to students and the support offered.

Developing a methodology

The TIME project adopted a number of survey methods to gather information and to feed it back into the University, ranging from a large scale survey to smaller scale video based work. The project team decided early on to hire local people to carry out the survey, people were either recruited directly or after a period on work placement. Hiring local people to carry out the survey wasn't a simple 'fix all' to getting a more bottom up approach". The TIME project hired people from within the local organisations they were already working with on other aspects of the project. The Project therefore tried to build in the capacity for these small organsiations to take on a research role, hopefully leaving behind skills and understandings in these organisations beyond the end of the project. It also mean't that individuals were not drawn too completely into the culture and agendas of the University, they would be constantly moving between the local communies and the University. Drawing people from local organisations meant the individuals often did not have extensive research experience so the methodology had to be adapted to reflect this.

Initially people from the local organisations started off with a small scale qualitative piece of research based around creating video materials which would be used within the University with staff. They set out to talk to ten to twenty people about their perception of the local Universities, their life long learning needs and the role formal qualifications and practical experiences had played in their professional

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development. The final content of the video materials was decided by the workers in discussion with staff on the project who already had extensive experience of working within Higher Education. This materials was then shown to staff in a series of small group meetings. Later on in the project a smaller team was drawn together to carry out a much broader interview survey of local needs

Who do I want to influence? What impact do I want to have? How do I intend to use my materials?

Here Janet one of these workers discusses the tensions and issues she faced when asked to take on the role of a researcher,

"As a community development worker part of my existing role involved consulting the community in order to identify needs etc. This was a role that I either did unconsciously or took for granted - by this I mean when colleagues called this 'research' I would ignore them and continue seeing it under the heading of 'talking to the community members'. Partly this was due to my apprehension which stemmed from knowing the basics in terms of research but not having what I considered to be extensive knowledge and practice at a standard which I deemed professional.

So it was with a certain amount of trepidation that I began to get involved in the TIME Project with the University of Nottingham. Trepidation first because of my relative inexperience and second because of doubts about reaching the necessary intellectual standards to work within the University. I did not have a degree and was unsure that I even spoke the same language as the people who worked there.

Basically the TIME Project wanted to look at the take up of Higher Education based training among disadvantaged people. This sparked my interest because of my experiences in education as a black female and because I felt quite strongly that black females were disadvantaged within the education system for a variety of reasons. If I am honest this interest and my strong personal feelings overcame my fears and gave me the staying power to continue with the Project.

I undertook the training offered by the project in order to arm myself with some theory and indeed

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practice about how to tackle a community consultation/survey. The following sets out some of my experience as a researcher!

The small scale study

The target group for my small scale study were primarily black women living in two inner city areas of Nottingham. My aims were to:-

1. Obtain information about their experience of training and especially in terms of accessing higher level training.

2. Pass the information gathered on to key individuals and organisations in order to encourage change (either of attitudes or strutures etc.) and so begin to work towards increasing the uptake of Higher Education by the target group.

I gathered information from 15 women using a variety of methods including face to face and phone interviews. These were approaches I was comfortable with, especially once I'd sorted out what kinds of questions elicited the information I needed. The other method I used to gather information, which was totally new to me, and increased my level of trepidation, was video.

Using video in a community consultation

We were given training sessions on the use of video which were a mixture of theory and hands on experience and so eventually I went off for the first time armed with a video camera to a local community centre to interview a group of women. After taking care of the children by setting up a toy corner I followed the training I had received - all that is except for checking the camera at least 50 times to make sure it was on and that the lens cap was off! I began by asking questions and initially this discussion was not filmed so that the group could get comfortable. After this I drew out the key points and asked them to repeat these for filming. This was filmed along with young children mingling with

the group and the noise from the leisure centre announcements for a 'centre attendant to reception'!

There are two comments I would make about the use of video as a means of collecting information. First, it is very positive when you show it to another audience. some of the issues that came from the first videoed discussions, which included the groups very different perceptions of the two Universities in Nottingham and questions about why they chose a particular University, were shown to key individuals at the Universities who were able to answer questions, give their perspectives on these issues. These responses were videoed and so with not too much effort you can begin to get a dialogue going, pass information around between groups of professionals and local people.

Who do I want to influence?
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Secondly my other comment, which may be more about my ability, is that I found that the initial unfilmed discussion had more of a raw edge, that I felt was lost in the filming. This was because I felt the participants were more conscious of themselves and were trying to remember the key points and issues which had been discussed previously.

Major issues

In the end I carried out a series of group discussions with women with a wide range of training needs and experiences and from these I identified a number of major issues:-

Childcare
- availability of suitable/appropriate childcare
- location
- cost

Finance
- lack of, barrier to further study
- managing on grants leading to drop out
- self-finance
- creates an inability to focus on work

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Universities - image perceived by would be students
- comparisons between the two Universities
- location of Universities

Employment - lack of job opportunities after study.

Tensions of being a researcher

I was unprepared for both how people saw me as a researcher and the tensions I felt talking to people 'as a researcher'. There were two major reactions resulting from my presence/performance as a researcher.

First, I was surprised by the treatment I received once I had given people information on the TIME Project and the role I was playing on behalf of the University. As I now worked for the University my credibility had risen and I began to be given the status of an 'expert' - whenever I had something to say it was accepted, I must be 'right'. This reaction threw me back to my own experiences in challenging my parents', and seemingly the whole of their generations', attitudes towards authority. In this generation there was a prevailing attitude that anyone in authority, generally white and a professional, must be right. Now I was being presented with an image of myself which challenged my previous reactions, because I, a black woman, was now the 'expert'. This, coupled with my existing apprehensions about working at the University proved difficult to reconcile.

At the University a certain air of expertise gave me, a black women, some space in which to operate, in an institution in which people would still comment to me during a typical rainy British summer "You must be missing the sunshine?". If the air of being an expert gave me some room to manoeuvre in the University in the eyes of the community the image of me as an 'expert' resulted in a distancing which closed down the space in which I could work. A generation after I had been critising the actions of my parents for uncritcally accepting the views of white experts I was now having to challenge my own generations reactions to a so called black 'expert'.

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Part Four

The Time Project

Who do I want to influence? What impact do I want to have? How do I intend to use my materials?

Although my survey centred primarily on black women I did have the opportunity to interview a black man. It proved very difficult to achieve any depth in the interview, there seemed a need initially to show a knowledge of the impact of racism and discrimination, there was a tendency to generalise and to take global political views on disadvantage. This I put down partially to the complexities of social relations between black women and men but it was also complicated by both of us being 'professionals'. There was a need to acknowledge progression in our lives and the achievements before we could discuss issues of access and discrimination. I felt I had to push the 'black thing' to even pick up on these issues and in the end I left this interview feeling that the higher up you get in a profession or education the more 'the black thing' and 'being disadvantaged' were recognised but not really discussed.

To conclude I have definitely been on a learning curve in relation to community consultations and surveys. Working from a 'bottom up' approach not beginning by setting an agenda in stone but being brave enough to go and really take up the issues that concern people and use these as a basis for dialogue, and moving information and perspectives around. This I feel goes some way to stopping communities feeling consulted to death without ever seeing the research until a glossy report is compiled that bears no relation to the issues they raised initially."

(Janet Clarke, TIME Project Worker)

The TIME project has since gone on to use Janet's video materials, and those of its other workers in a range of dissemination materials.

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The result of the TIME project can be found at the World Wide Web site of the University of Nottingham

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The Needs of Sinfin Estate Residents

In this case a group of workers, from a University based research group, were hired by a city council and national charity to carry out a feasibility study about developing a day care facility on a large housing estate. After their initial period of work on the estate the workers felt that an orthodox feasibility study was inappropriate. Instead they decided to challenge the initial premises on which the consultation had been commissioned and to try and expand the role of the local community in the project. Here was a group of external workers using the opportunities presented by the consultation process to critique the approach of other professionals, to identify and build up a group of local people who would be able to develop their own agenda, and to help this group express their views and challenge the ideas of professionals behind the project.

Background to the consultation

A consultation is rarely the first stage in the development of any group or project and this was the case in this instance. Members of the local community had been trying to get people interested in improving the day care on the local housing estate for a number of years. By the time the consultation had been commissioned community involvement had dwindled just as the local council and a national charity were putting together a joint funding package as part of the present round of Single Regeneration Budget projects in the city. This meant that the project was now being designed with little active community involvement and was in danger of being dominated by the requirements of its two main funders, who were showing all the traditional conservatism of such large organisations. It was in this context that the Centre for Social Action were contacted and asked to carry out a feasibility study. The workers from the Centre were committed to re-awakening community interest in the project, creating some time and space for them to consider how the project was being designed, and if necessary to challenge the agendas of the two main funders.

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Developing a methodology

The consultation which was eventually carried out was based as much on the ethos of the Centre as the technical requirements of the SRB proposal. The research supervisor summed up the critical stance the project team adopted to the original brief,

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"It comes from 20 years of community and youth work experience and knowing about projects thought up by (Council) Officers sitting in officers because they fit in with funding criteria. It's not malicious or anything they want to do the best for the estate but they're trained to think they're the experts. Where it (our approach) comes from is an approach which starts with the idea, the perceptions, the understandings, the knowledge of the community and the community members... The whole thing about social action inquiry is not devaluing the role of professionals but looking at where their perceptions and where the perceptions of the community are and what the gaps are. To look at where the groups are you have to get a baseline perception from community members and professionals. It's important to talk to the professionals working on the estate and get their perceptions of the issues and concerns on the estate. That would provide us with a baseline because when we got the perceptions of the community and we could see where the gaps were."

Developing this baseline of professionals' concerns, meant the consultation started with what was termed an 'Orientation Report'. This report was based on a series of short interviews with the professionals who worked on the estate. It was important to gain a sense of the perceptions and concerns of these local professionals so that later they could be juxtaposed against those of the local residents collected in the main report. Putting these two perspectives together would hopefully provide a critical challenge to the agenda of the two main agencies, the city council and national charity, involved in developing the project. This challenge based on identifying the contradictions and gaps between the perspectives of professionals and members of the local community. Lacking an active and critical community voice in the design of the project meant that the two main agencies involved had only their own previous experience, the concerns of local professionals, and their collective 'zeitgeist' to design the project.

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This lack of community involvement in the project meant the consultation had to achieve a number of things in a very short period of time;

i) articulate the community's views on the idea of the new day care facility
ii) examine successful examples of local community based approaches to day care and identify their problems/success
iii) recruit and build up a group of local people who would ensure that community would be involved in the running of any new facility
iv) suggest ways in which the proposed funding strategy and aims of the present project should be altered in line with i) to (iii)

i) The consultation with the local community was based on a series of focus groups who together represented the broad spectrum of people on the estate. Identifying people for these focus groups was problematic as the workers from the Centre had, because of the short time span they had for the consultation, to rely on a relatively small number of contacts within the local community, as one worker pointed out

"As I was an outsider coming in I was very much in the hands of the people introducing me to the community."

The problem with having to rely on a few people for access is that although these go-betweens often know the local community very well it tends to be easier for them to identify people they already know rather than to seek out new people. Relying on existing networks of groups and contacts can become a source of bias, particularly in terms of the spread of responses gathered, this was partially overcome by gathering a wider sample by carrying out a series of short interviews outside local shops and stores.

These focus groups, of anything from four to ten people were mainly interviewed at the local community center, a possible site for the day care facility. The content of the focus groups work was broader than a

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simple feasibility study. The research supervisor had renegotiated the brief for feasibility study so that it would cover much more than just issues around the provision of day care.

"I didn't want to be involved in a token exercise where we prove that a nursery is needed, to just confirm what they wanted to do. If they were going to invest money on the estate it was important that they ask the community much broader questions about what was needed, what were the problems on the estate and how they could be met."

Who do I want to influence?
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The focus groups threw up a range of issues, beyond day care, such as crime on the estate, the local environment and the general conditions of housing. It also raised an issue which was to be the biggest gap between professionals and local people.

*"They did have very immediate needs and they saw these in terms of sets of practicalities..... As we were listening to them some things did come over, **they needed employment.** I also felt ethically if we'd gone in 'promising' certain things we needed to deliver, so we started to think of strategies to deliver it."*

In the minds of the professionals this project on improving the day care facilities was mainly about supporting women into training and employment, as well as helping families who may be having other difficulties, by providing free or low cost day care. It had not in itself been seen as a potential source of employment for local people, or as a community enterprise, it was to be staffed by people from the national charity and funded primarily by them. Although this charity wanted an exit strategy, because it was unable to provide core funding for an unlimited period, it hoped this would come from further funding from other large organisations. On the other hand the local community although they wanted the opportunity to train and take up employment also wanted the project itself to becomes a source of employment for local people. As the Centre's research supervisor pointed out

"What everyone agreed on community members and professionals was that the estate was run down. That people were living in poverty there was wide agreement on that. Where the gaps began to appear were the perceptions of

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why that was the case, what the causes were. ....The training agenda (the idea that training is the most appropriate means of getting people into work)*is as much about keeping city councils and FE colleges going as it is about skilling people up to get jobs."*

One of the main recommendations of final report was that it should be feasible to reshape the project so one of its main aims would be to provide jobs locally. This also affected the reports recommendations about the 'training agenda' now it had to include training which would support local people in eventually taking over the running of any new day care facilities.

ii) Gathering information on other day care projects which had developed as community enterprises had a number of purposes. First it was an attempt to highlight to the professional involved in the project how other communities had started their own projects, tackled the problems of starting a day care facility, and more importantly kept it going. By sharing this 'know how' with professionals it was hoped that they would start to re-think the projects aims, management structures and funding regime. Second it would make the final report more relevant to local people by give people in the local community an idea of what they could achieve, the problems they may face, and the kind of support they would need. The report would therefore give local people the information to make their own demands on the professionals. The information about these community nurseries was written up as a series of case studies which contained information on the role of the community, their management structures, budgets and funding sources. (Developing these case studies also meant that the workers formed links with those running these nurseries which they would later use to organise visits for local Sinfin residents who would have the opportunity to gather their own insights into running a community enterprise.)

iii) Recruiting local people who in the short term could convince local professionals and funders to re-think the project, and in the long term be capable of running a community enterprise, was problematic. The idea of improving day care facilities on the estate had been discussed for a long time, and the cynicism the lengthy delay had built up, was now intermingling with excitement generated by the

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knowledge that funding was now nearly in place and something was about to happen. The workers carrying out the consultation were met therefore with a wide range of responses,

"Some thought I was another professional coming in promising certain things which would never be delivered. Others thought we were part of the project which were 'guardian angels' who would deliver the day care centre. It was almost that this was a facility which had practically been set up."

Who do I want to influence?
What impact do I want to have?
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The Centre workers argued that after so many false starts and delays it was important to keep the momentum going between the publication of the final report, the approval of the funding, and the arrival on the estate of the resources and staff. The research supervisor managed to negotiate funding so that workers could continue to work in the community for the several months it would take before the project would start in earnest.

Developing a group who could actually take on the 'official' agenda and start to have a role in the management of the project was also an opportunity to demonstrate a very different type of working and running a community based project.

"What we were actually doing through this was modeling a different way of working. .. So that most of the professionals close to the community could see a different way of working. So the Housing Department, the Health officials could actually see, we modelled it for them. They could see a sharp contrast between their own SRB projects.....Here after a short research project they had a group of local residents owning a piece of research (the consultation report) which they want to carry forward into providing training and jobs locally."

The workers recruited people through leafleting local groups, approaching people directly and snowballing on from one contact to the next. The project team eventually manage to get together a group of about fifteen women who began to meet once a week in the local community center and who were to form the embryonic steering committee for the new day care facility. They negotiated an outline

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programme with the group but this was kept flexible as each week the group grew in confidence and understood more about the role it could play and the problems it may face. The Center workers stayed with the group until a full time worker was appointed. During this time they were able to ensure that local people were involved in the recruitment of the first project worker, after having initially been excluded by the rules of the equal opportunities policy of one of the funders from the recruitment process, they helped them find funding for crèche facilities so their children could be looked after while they met, helped them identify training to take on their new management responsibilities, and negotiated secretarial support for the group so that they could work more effectively. The workers most important input though was to 'protect' this group from the various agendas of the local professionals and agencies, who became increasingly interested in what they were doing as the funding arrived, so that they could develop their own views and thoughts, as the project co-ordinator later reflected on the whole process,

"Where the problems came was in the final report when the gaps between the two sets of perceptions (the community and the professionals) *were exposed, because certain members of the community saw professionals as part of the problem and not the solution."*

Part Four

The Needs of
Sinfin Estate Residents

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Endnotes

1
There are a number of excellent books which deal with the technical aspects of consultations, probably one of the best is *Community Profiling: Auditing Social Needs* (1994) by Murray Hawtin, Geraint Hughes and Janie Percy-Smith from the Policy Research Unit, Leeds Metropolitan University. For a shorter account try *Community Profiling A Guide To Identifying Local Needs* (1993) by Paul Burton, University of Bristol, School for Advanced Urban Studies.

2
The video is shot in a series of short sequences joined by freeze frames. It is designed in this way so you can easily stop and start it when its being shown. It is designed in discrete sections because it is unlikely that any one would want to watch it all the way through or look at all three examples of consultations.

3
There are research paradigms such as action research which focus on issues of power and change. Accounts of action research vary from relatively academic accounts to the more practical 'how to' accounts. Judith Bell's (1987) *Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science* is a good introduction to some of the practicalities of action research.

4
There are various definitions of institutional culture, from seeing it as merely an aggregate of the sets of individual beliefs and practices that exist within an organisation to those which recognise the ability of those who have power in an organisation to shape and reproduce dominant beliefs and patterns of behavior. I prefer to think of culture as having both a moral and power dimension and therefore find it useful to see it as a 'tool for living'. In that cultures evolve to meet groups needs, who defines the 'group' and the 'needs' brings the issue of power into the question.

5
There are a number of books which deal with the media. I have used Drinkwater, J (1984) *Get it on Radio and Television* when thinking about being proactive with the media and MacShane, D (1979) *Using the Media* when considering how to respond to press inquiries.

6
The differing views of change draw on broader philosophical roots, as Grundy, S. (1987) *Curriculum: Product or Praxis* uses Aristotle's ideas on the types of knowledge which underpin different types of action, others draw on thinkers as varied as Freire, Habermas, or Dewey.

7
The terms come from Guba and Lincoln's book which although rather heavy going contains an important section on the quality criteria that need to be applied to qualitative research, or in their terms naturalistic inquiry. Trustworthiness and pursuasiveness for them are broadly equivalent to isssues of reliability and validity, and these ideas need to guide inquiries such as community consultations.

8
There is a vast range of evaluation books which deal with designing and running an evaluation, one of the better practical books I have come across is Aspinwall, K. et al (1992) *Managing Evaluation in Education - A developmental approach* Routledge, London

9
The Centre for Social Action at De Montfort University have extensive experience in working with community members as researchers and have recently written up their work on two projects. See Dyson, S. and Harrison, M. (1996) *Black Community Members as Researchers: Two Projects Compared.* Paper presented at the Racism and Welfare Conference, University of Central Lancashire.
(Copies available from The Centre for Social Action, De Montfort University, Scraptoft Campus, Scraptoft, Leicester, LE7 9SU)

Notes

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